

## CARVER JUNIOR HIGH

467 South Church Street  
Spartanburg, SC 29306

**GRADES** 7-9 Middle School

**ENROLLMENT** 624 Students

**PRINCIPAL** Charles E. Redmond 864-594-4436

**SUPERINTENDENT** Dr. J. Lynn Batten 864-594-4400

**BOARD CHAIR** David W. Cecil, II 864-594-4400

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	6	24	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Unsatisfactory	N/A
<b>2002</b>	Below Average	Unsatisfactory	N/A
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Below Average	Unsatisfactory	No

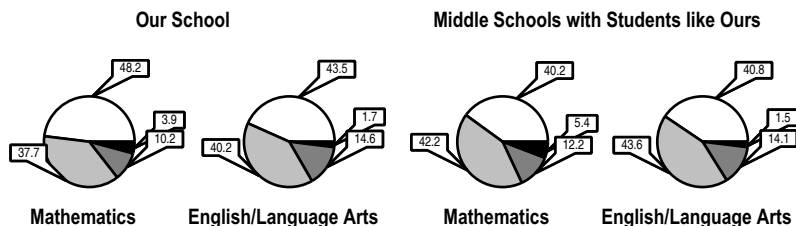
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

94.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	407	99.5	43.4	40.3	14.6	1.7	22.7	Yes	Yes
Gender									
Male	201	99.5	53.9	36.0	9.6	0.6	12.9		
Female	206	99.5	33.2	44.6	19.6	2.7	32.1		
Racial/Ethnic Group									
White	66	98.5	19.7	37.7	32.8	9.8	52.5	Yes	Yes
African-American	321	99.7	49.6	39.8	10.6	0.0	15.8	No	Yes
Asian/Pacific Islander	17	100.0	21.4	57.1	21.4	0.0	21.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	343	99.4	37.7	43.3	17.0	2.0	26.6		
Disabled	64	100.0	73.7	24.6	1.8	0.0	1.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	407	99.5	43.4	40.3	14.6	1.7	22.7		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	406	99.5	43.2	40.4	14.7	1.7	22.7		
Socio-Economic Status									
Subsidized meals	317	99.4	50.0	40.5	9.2	0.4	15.1	No	Yes
Full-pay meals	90	100.0	19.2	39.7	34.6	6.4	50.0		

Mathematics - State Performance Objective = 15.5%									
All Students	407	99.3	47.9	38.0	10.2	3.9	25.2	Yes	Yes
Gender									
Male	201	99.0	53.7	31.6	10.7	4.0	21.5		
Female	206	99.5	42.4	44.0	9.8	3.8	28.8		
Racial/Ethnic Group									
White	66	98.5	29.5	36.1	18.0	16.4	52.5	Yes	Yes
African American	321	99.4	53.4	37.8	7.8	1.1	18.4	Yes	Yes
Asian/Pacific Islander	17	100.0	28.6	35.7	28.6	7.1	42.9	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	343	99.1	42.1	41.1	12.2	4.6	28.6		
Disabled	64	100.0	78.9	21.1	0.0	0.0	7.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	407	99.3	47.9	38.0	10.2	3.9	25.2		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	406	99.3	48.1	37.8	10.3	3.9	25.3		
Socio-Economic Status									
Subsidized meals	317	99.4	54.2	37.0	7.4	1.4	18.3	Yes	Yes
Full-pay meals	90	98.9	24.7	41.6	20.8	13.0	50.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	205	98.5	37.0	44.2	16.6	2.2	18.8
	Grade 8	202	97.5	42.3	47.0	9.5	1.2	10.7
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	210	100.0	41.0	45.5	12.5	1.0	13.5
	Grade 8	197	99.0	46.5	33.2	18.2	2.1	20.3

<b>Mathematics</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	205	100.0	42.9	38.0	13.0	6.0	19.0
	Grade 8	202	99.0	54.1	36.5	8.2	1.2	9.4
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	210	100.0	41.0	43.0	12.0	4.0	16.0
	Grade 8	197	98.5	55.4	33.3	8.1	3.2	11.3

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 624)				
Students enrolled in high school credit courses (grades 7 & 8)	88.4%	Up from 53.0%	9.6%	14.6%
Retention rate	7.1%	Up from 5.6%	4.5%	3.0%
Attendance rate	93.7%	Up from 93.3%	95.6%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.2%		7.8%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.7%		7.8%	5.3%
Eligible for gifted and talented	17.4%	Down from 18.8%	10.5%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.6%	Down from 16.3%	14.8%	13.9%
Older than usual for grade	5.9%	Down from 6.8%	5.9%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	No change	1.1%	0.9%
Annual dropout rate	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n= 49)				
Teachers with advanced degrees	71.4%	Down from 72.7%	48.8%	48.7%
Continuing contract teachers	79.6%	Down from 90.9%	79.6%	81.7%
Highly qualified teachers**	94.7%	N/A	88.5%	90.4%
Teachers with emergency or provisional certificates	2.1%		7.4%	5.3%
Teachers returning from previous year	86.2%	Up from 81.7%	82.3%	85.1%
Teacher attendance rate	93.6%	Down from 95.6%	94.4%	94.8%
Average teacher salary	\$45,328	Up 3.2%	\$40,230	\$40,566
Prof. development days/teacher	7.3 days	Down from 13.4 days	10.8 days	11.0 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.3
Student-teacher ratio in core subjects	21.0 to 1	Down from 26.3 to 1	21.0 to 1	21.3 to 1
Prime instructional time	85.8%	Down from 86.6%	89.5%	89.3%
Dollars spent per pupil*	\$7,221	Up 1.9%	\$6,572	\$5,821
Percent of expenditures for teacher salaries*	57.3%	Down from 57.9%	60.9%	61.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	99.0%	Down from 99.3%	95.8%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	93.8%		92.0%	
Highly qualified teachers in high poverty schools**	89.4%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		No	

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Our school year at Carver Junior High School 2003-2004 was spent with teachers increasing the level of collaboration within departments and across the school curriculum. Teachers continued to align their lessons to state standards and developed department mission statements to complement district and school missions. We are developing a greater understanding of the impact that poverty has on student achievement and identifying practices that we can use in the classroom to motivate all students to perform at higher levels of learning.

The continued support and involvement of parents and area ministers have inspired students to be concerned about academic success in school. The number of students interested in academic recognition at the end of each grading period is consistently increasing. An emphasis on character development is visible by the number of students volunteering to share positive "Thoughts for the Day" at the beginning of each school day. Many business people and visitors have written letters of commendation about the conduct of our students at school and in the community. Our ultimate purpose is to help students become effective citizens in life. The development and acceptance of the responsibilities of good citizenship will enable students to participate successfully in the world of tomorrow. We hope that all of our students will become involved in our various activities and find within our school the experiences that will prepare them to live better lives and finally take their place in this complex society.

The administrative team, faculty, staff, parents, and community will continue to work together so that our school can be a place where teachers can teach successfully and students feel good about learning.

C. E. Redmond, Principal

Malcom McClure, SIC Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	33	175	43
Percent satisfied with learning environment	87.9%	55.5%	83.3%
Percent satisfied with social and physical environment	93.9%	69.2%	65.1%
Percent satisfied with home-school relations	60.6%	83.8%	57.1%

\*Only students at the highest middle school grade level at this school and their parents were included.